

Regional Educational Laboratory Central

Strategies to Support Learning Along a Continuum of Internet Access

This handout presents strategies for bridging the digital divide during remote learning. The strategies are organized under four areas to support the development of remote learning plans along a continuum of internet access - from high-speed access to no access. The strategies presented here are not exhaustive but are curated from remote learning plans developed by districts across the United States in response to the COVID-19 pandemic.

Remote Learning Plan Strategies



	Infrastructure	Instructional Supports	Student Supports	Parent/Guardian Supports
	How will you build the infrastructure for delivering remote learning?	What learning activities or resources will you use?	How will you provide support and feedback to learners?	How will you communicate with and provide support to parents?
Offline Hybrid Online	High-speed Internet Free/low cost Internet programs	Online curriculum (complete curriculum offered through various organizations)	Online classes and individual meetings	Explicit/scaffolded directions included with all activities
	Access to Wi-Fi networks Mobile hotspots	 Professional Development (PD) or Professional Learning Centers (PLCs) for teachers for remote learning plans Online activities (individual learning activities or lessons) School Learning Management System (LMS) – Google Classroom, Schoology, 	Feedback through LMS	Websites with parent info, including resource links
	Mesh networks, fixed wireless broadbandExpanding Internet over phone lines		Virtual office hours	Teacher-recorded video/ screencast focused on
	(e.g., DSL) • Smartphone/apps		• Email	instructions to parents
	WiFi buses to create hotspot		Social media	Communication apps
	Business/school Wi-Fi for upload/ download Travel to Wi-Fi zones Canvas, etc. Recorded video/screencast from teachers Podcasts	Teacher helpline/call center	Social mediaRadioTV	
	Public radio and TV (local access/PBS) Texting (text and short videos)	 Apps Social media Instructional TV shows Audio-only Zoom call Packets (daily, weekly) Regular conference calls with instructional staff Real-life projects (class, cross-curricular) 	Teacher calls to students	Newspaper
	Bus routes Pickup/distribution locations		School phone linked to teachers' personal phones	Group calls Teacher call centers
	USB drives (to share and return materials)Mail/prestamped envelopes		Virtual meetings/audio- only meetings for students	Answer keysUse of Google Voice or system to call from school
	Free printing at businesses to distribute materials	Choice boards/list of self-directed activities to choose from	• Mail	phone instead of teachers' personal phones
	Telephone Bins of school supplies available at pickup locations	 Home-based projects (cooking, woodworking, activities based on household items) 	Bus pickup of completed materials	Mail

Resources for Connecting

The following resources provide guidance for schools and districts planning for or refining their remote learning plans.



Infrastructure

How will you build the infrastructure for delivering remote learning?

- The State Educational Technology Directors Association (SETDA)
 Coalition for eLearning has an ongoing compilation of resources, including research, communication tools, lessons, and partners.
- Several organizations have compiled lists for free or lowcost Internet access, including SETDA and the National Digital Inclusion Alliance. The Federal Communications Commission is implementing the Keep Americans Connected Initiative, which includes a list of companies that have agreed to support connectivity.
- REL Central and REL Midwest have also compiled resources about developing remote learning plans and supporting access to technology.

Instructional Supports

What learning activities or resources will you use?

- Teach from Home is a compilation of tools and resources to support teachers in providing remote instruction.
- REL Central and REL Northeast and Islands have compiled resources related to supporting students with disabilities online. REL Northeast and Islands has also put together a memo about English learner students.
- The Washington Office of Superintendent of Public Instruction has created a guide for developing a continuous learning plan, including resources and planning tools.
- The Corporation for Public
 Broadcasting has created learning
 materials for preschool and early
 elementary, including video, interactive
 games, apps, and hands-on activities.
 This site also includes links to
 professional development materials
 and out-of-school learning materials.

Student Supports

How will you provide support and feedback to learners?

- Common Sense Media has created a list of messaging apps designed to facilitate school/home communication.
- The Collaborative for Academic, Social, and Emotional Learning (CASEL) and the Yale Center for Emotional Intelligence have shared resources about supporting student social emotional growth and needs.

Parent/Guardian Supports

How will communicate with and provide support to parents?

- The Centers for Disease
 Control and the Virginia
 Department of Education have
 created a set of resources related
 to talking with children about
 COVID-19.
- The Center for Parent
 Information and Resources has
 complied resources for parents,
 including guidance for the
 U.S. Department of Education;
 information on COVID-19 in
 various languages; and tips for
 telecommuting and working from
 home, schooling from home, and
 coping and relieving stress.
- The Maine and Iowa
 Departments of Education have shared resources to support parents in remote learning.
- Common Sense Media has shared links to a variety of home learning resources.

This handout was prepared under Contract ED-IES-17-C-0005 by Regional Educational Laboratory Central, administered by Marzano Research. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.